

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 36B
Contact Name: Elizabeth Berkebile
Contact Phone No.: 704-659-4808 ext. 4314
District/Charter Name: Piedmont Community Charter School
Contact Title: EC Teacher/Coordinator
Contact E-Mail: elizabeth.berkebile@pccharter.org

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

Information provided during IEP meetings. Eligibility criteria discussed as part of the IEP team discussion.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☒ Yes

☒ No

Explain below:

For the 2018-2019 school year, we have three students with significant cognitive disabilities based on the information that we were provided in 2016-2017 when they were transitioning to the high school. When looking at the high school courses of study, the IEP team reviewed the requirements for the OCS and felt that these children were not able to complete the requirements leading to a diploma. Therefore, the decision was made to place all three students on the extended content standards leading to a graduation certificate. Parents agreed to these placements.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

For the 2017-2018 school year, We had a total of 61 students that took the 11 Grade assessment. One of those students took the NC Extend 1 for 11th grade. This put us over the 1% threshold. For the 2018-2019 school year, We have a total of 98 students that will take the 10th grade assessments. Three of those students will take the NC Extend 1 for 10th grade. This will put us over the 1% threshold.

Section 3: Assurances

**1.0 Percent Participation
Justification Form 2018–19**

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

The test coordinator reviews all Alternate Assessment Participation and works with the EC Coordinator to ensure that all students taking these assessments are eligible for and require these assessments. When needed, the EC teachers meet with administration to review and determine eligibility for the Extend 1 curriculum. All EC teachers and school Administrators are being provided the NCEXTEND1 Eligibility Criteria and the Alternate Assessment Decision Making Flow Chart.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

The charter school reviews disproportionality across disability categories as a part of the school's EC Self-Assessment process. At the same time, assessment data is reviewed and disproportionality across assessments are discussed. If a significant disproportionality is identified, then EC teachers meet with administration to review and determine that appropriate identification is met.

Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?



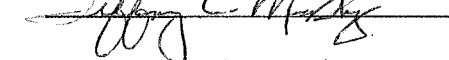
Continued Guidance on how to ensure that students are assessed appropriately.

Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator

Date

May 28, 2019

Date

5-28-19

Date

5-28-19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.